



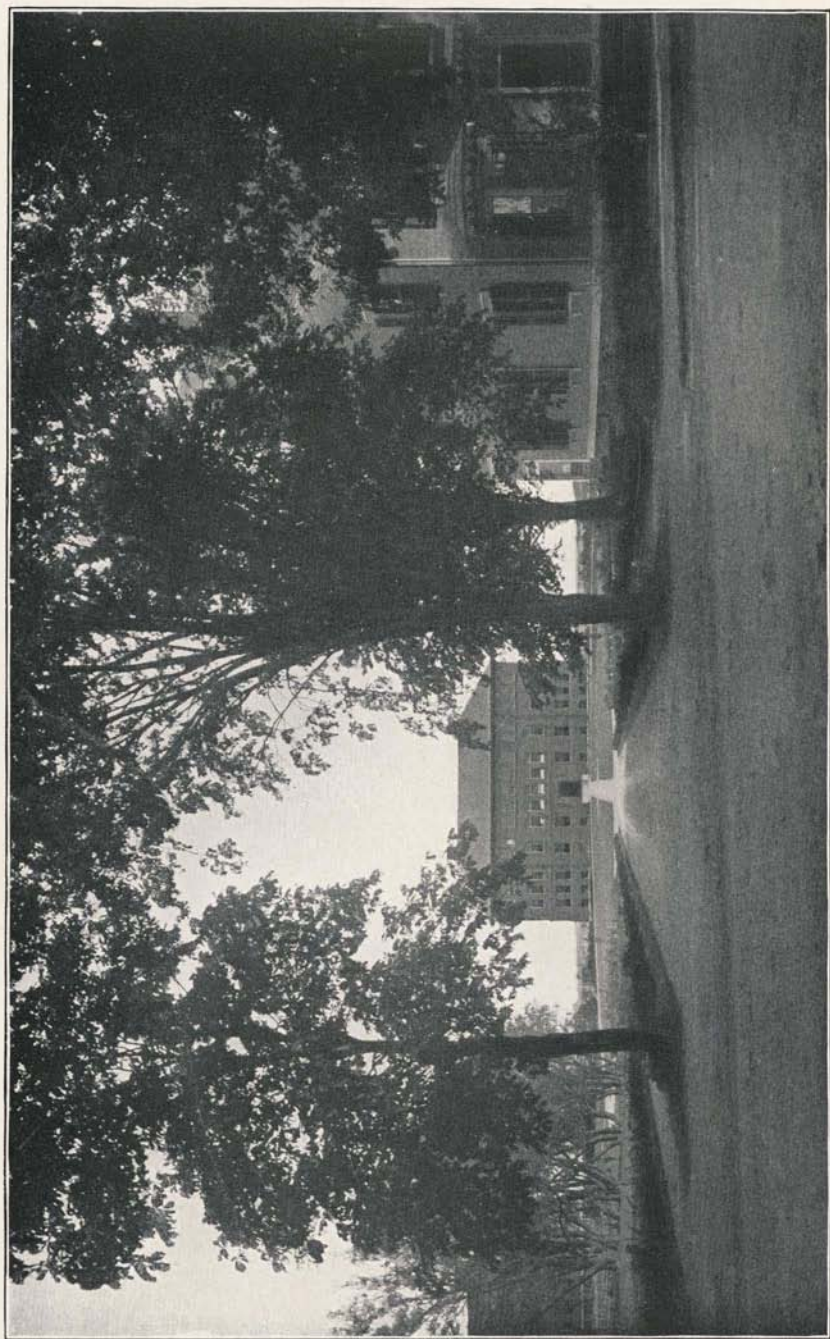
STATE NORMAL  
... SCHOOL ...  
HYANNIS  
MASSACHUSETTS

Catalogue and Circular  
1902 - - - - 1903

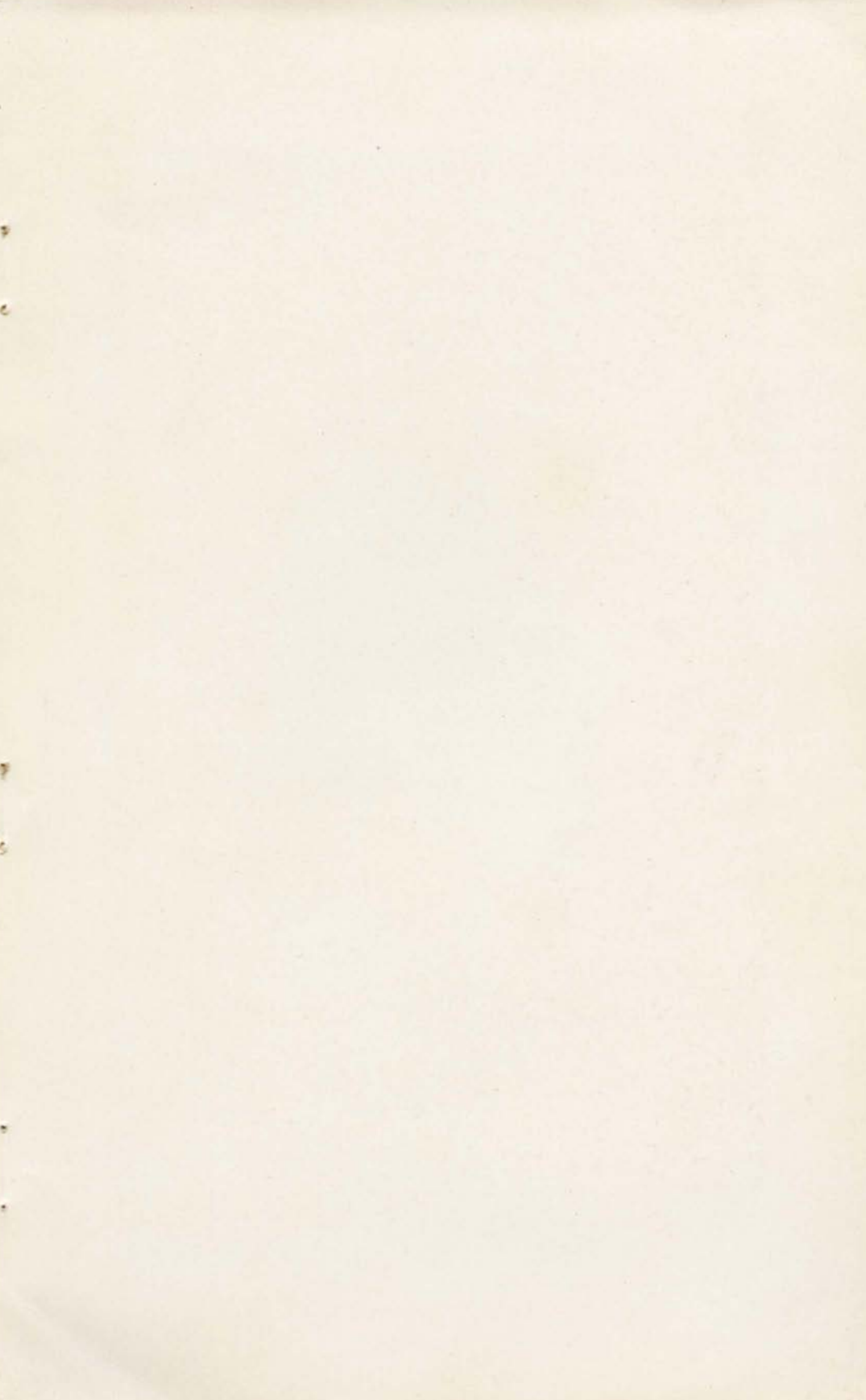


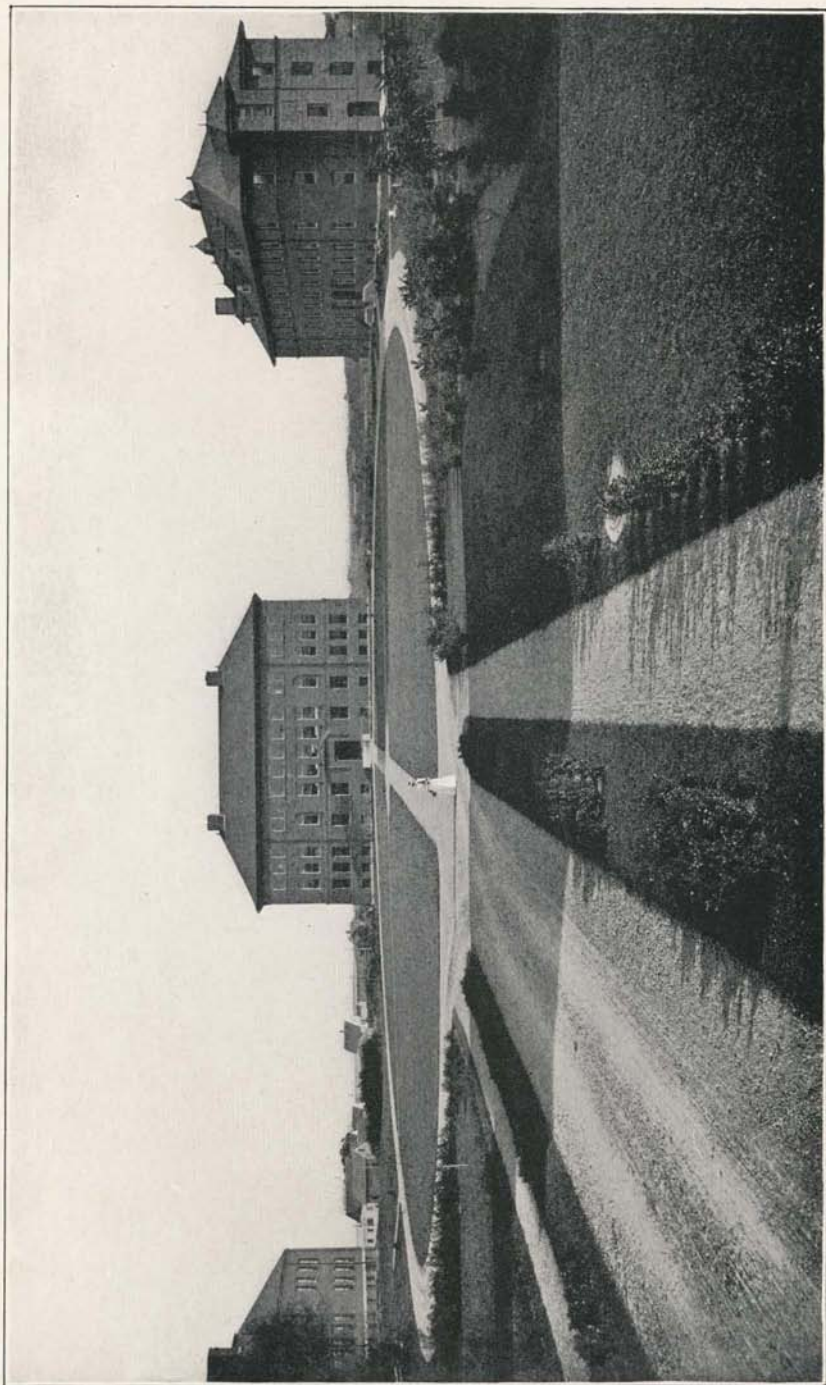






ENTRANCE TO SCHOOL GROUNDS





TRAINING SCHOOL.

NORMAL SCHOOL.  
SCHOOL GROUNDS.

DORMITORY.

# STATE NORMAL SCHOOL

AT

HYANNIS, MASS.

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CATALOGUE AND CIRCULAR

FOR 1902-1903.



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# State Board of Education, 1902.

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INDUSTRIAL WORK OF FOURTH GRADE.





## State Normal School at Hyannis.

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### DEVELOPMENT OF THE SCHOOL.

For over four years the State Normal School at Hyannis has been growing into its present form. Each year a catalogue and circular of the school has been prepared along the usual conventional lines, setting forth the State requirements, which apply to all Massachusetts normal schools, and a few facts regarding conditions at Hyannis. It has been suggested by some of the superintendents of the State that the catalogues would be more often read if they were not so much alike and if there were not so great a similarity from year to year. This criticism has seemed a just one, and an attempt will be made this year to have this catalogue and circular reflect, in some measure, the individuality of the school.

An attempt has been made to inaugurate some new feature each year, and the writer will try to give some idea of this gradual development for the four and a half years of the history of the school.

The first year was naturally devoted to the organization of the school. The material side necessarily received the lion's share of attention. Such matters as grading the campus, buying furniture for school and dormitory, planning the laboratories and selecting their equipment, and starting a library occupied much time and demanded much energy. More important still was the securing of teachers for the normal school, and a matron and servants for the dormitory.

Then came the setting up of ideals and the repeated attempts to live toward them. We decided to try to understand what was best in the Oswego and Bridgewater ideals and to combine these into an ideal for Hyannis. We were sure that if this could be done by us we should certainly have a very worthy ideal and grow into a strong school. But more and more we are coming to realize that we must work out our own problems in our own way, and so develop a personality differing in some measure from every other.

We are attempting to give our students a profound respect for scholarship, a longing after truth, an ever increasing respect for

the opinions of earnest, honest men, and a burning desire to be of some use in the world.

We have represented in our faculty of thirteen members, the following colleges and normal schools: Harvard, Cornell, Institute of Technology, Middletown, and of normal schools, Oswego, Bridgewater, Framingham, Salem and Hyannis. This insures breadth of view in our discussions. The teachers of both the normal and training schools meet once a week and spend an hour in discussing pedagogical questions which have a direct bearing upon the work of our training school.

### THE TRAINING SCHOOL.

The work of the training school at Hyannis is upon a somewhat different basis from that in other schools of the State. It is made the center toward which all of the work of the school converges. We have a school of over two hundred children, with all grades below the high school, in a fine modern building next the normal school grounds. The pupils are seated in six rooms, of ordinary size, and under conditions as nearly normal as is possible in a training school. Each room is in charge of a teacher, who is responsible for the progress of the children in her room throughout the year. The principal of the training school has particular charge of the normal students when training in the grades from the fifth to the ninth inclusive; the principal of the primary department has charge in the grades below the fifth.

Nearly every teacher of the training school teaches some method subject to the normal students during the fall term or the one before the term in which they are allowed to practise.

At the beginning of the second quarter of the senior year the students begin to spend four or five hours a week in carefully supervised observation in the training school. They observe all the machinery of the school in connection with a study of school management. They observe work in primary reading, as presented to the children by the teacher who is giving them methods in the subject. In fact, a large part of the work in methods in primary reading, primary and advanced number and physical training is given in connection with and by means of the class exercises in the regular schoolroom. With the exception of a little professional work at the normal school, the last half of the senior year is devoted to observation and practise. Students are



GARDEN CLASS.







assigned to either primary or grammar sections, in accordance with their desire or apparent fitness. They are at once set to observing and assisting. As fast as a student develops sufficient power, he is given a class to teach in one subject. He prepares each lesson under the supervision of the teacher in charge of that subject, and his teaching is criticised by this teacher and by the principal of the department in which he is teaching. As soon as seems advisable another subject is added, and before completing the course the student is given an opportunity to have full charge of a room.

Each student has to do about six weeks of observation work and fifteen weeks of teaching in the regular two years' course. In the advanced or four years' course, besides the teaching done in the regular course, each student teaches one subject for a whole year, or two subjects for twenty weeks each.

#### THE FOUR YEARS' COURSE.

At the beginning of the third year an advanced class was organized. It was made up of three who had just graduated from the two years' course and five who had been in school for only one year. This made a class of three young men and five young women of more than average ability. The course offered was one which differed in several particulars from that offered by any other normal school in the State.

The purpose of the course is to prepare teachers for departmental work and for principalships of grammar schools. Much practise is given in the training school, each student teaching a part of each day for two years, and learning how to teach two or three subjects well.

The course includes all of the work of the two years' course and one full year in each of the following lines: history, literature, mathematics, biology, Latin, and a half year in the following: ethics, astronomy, advanced physics and drawing.

#### STUDENT GOVERNMENT.

From the first this school has devoted much attention to student government. It has been customary for the students to elect a school committee, who, with the principal, discuss the most of the questions which are of interest to the whole school and submit them for final decision to the school. They have managed the

literary societies of the school, being assisted by teachers appointed by the faculty. Each class has been given an opportunity, soon after entering the school, to discuss the desirability of watching themselves and one another, and of building up a class spirit which will not admit of such things as cheating on examinations. The students have responded so well that the teachers have felt that, when necessary, they might absent themselves from the room during examinations, and once a year all of the teachers go to Boston for the annual normal school council, leaving the students to manage the school. The president of the senior class leads the morning exercises, and each recitation is in charge of a student selected from his own class.

During the third year this student government was extended to the dormitory. There are now living in the dormitory seven teachers, the matron and forty students. Once in ten weeks the students elect three of their number, one from each floor, to act as a dormitory committee. The first committee drew up a set of regulations regarding study and visiting hours, which was submitted to the students for approval and adoption, and has been modified whenever a respectable number requested it. The individual members of the committee are responsible for the enforcement of the regulations on their respective floors. The students of each floor are expected to consult with their own monitor regarding any matter not covered by the regulations or any failure to keep to the regulations, in the same manner as they would with their mother or elder sister at home. The monitors have frequent meetings, to consult regarding general tendencies or individual needs, and very often the principal of the school is called in for advice. The principal keeps in very close touch with the dormitory committee, and whenever it seems wise he discusses with the student body wrong tendencies and the desirability of higher standards, and supplements this and the work of the committee by personal interviews with students who are inclined to be thoughtless and careless. The seven teachers who board in the dormitory, the matron, the dormitory committee and two other students act as heads of tables. The principal occasionally calls a meeting of the heads of tables, to consult regarding the food, the cooking and all connected with that part of dormitory life. The matron has full charge of the care of the building, furniture, and all connected with the housekeeping department.

The effects of this student government are very evident in the

attitude of the students who have been in the school for one year. They are earnest, thoughtful, self-reliant. They understand that with great personal freedom comes great personal responsibility; that each is making his own record, and that upon this record he will be judged by his fellow students and the faculty.

#### PHYSICAL TRAINING.

More and more attention is being given to the physical well-being of both the normal students and of the children in the training school. The junior class is required to take an hour of regular work in physical training each day. About two-fifths of this time is given to modified Swedish gymnastics and about three-fifths to games such as basket ball, curtain ball, hare and hounds and similar games. The members of the senior class are expected to exercise in the open air daily and are required to pass in a daily report regarding their eating, sleeping and exercise. Special needs are given special corrective treatment.

#### INDUSTRIAL WORK.

There has been, for a long time, a strong and growing sentiment among our most intelligent people that the education of the schools is not sufficiently practical. The best thought of the common people is usually not far from right, and sooner or later the demand of the people must be heeded. All through the country attempts are being made to meet this demand. The fact is being recognized that the child must be prepared for life by learning to live. Life in school must be natural, many-sided and harmonious. Life at school must be related to life at home, on the street, in the field and in the various human activities of the village. Typical occupations are being gradually introduced into the school so that through these the children may come into live personal contact with the kinds of things which they need to know and to be able to do.

The kinds of work which are being done may be grouped as follows:—

1. Ordinary school work.
2. Industrial work.
3. Business transactions.
4. Expeditions.



The regular school work is fairly well understood and it need only be said that this is not crowded out by the newer kinds of work, but on the other hand, it is so connected with these newer forms of work that new life is put into it. It means something to the child and is, therefore, much better done than ever before. This will appear more fully in the illustrations which appear later.

The forms of industrial work now in the school are: sewing, weaving, carpentering, hammock-making, basketry, hat-making and gardening.

Pupils have bought seeds, materials for hammocks, baskets and similar things, and have sold produce. They have banked money and paid bills with checks, learning how to make and use all necessary business forms.

On pleasant days the children go out in groups with their teachers to study the various things in nature which will help them to understand what they read in their geographies and books of travel about similar things in other parts of the world.

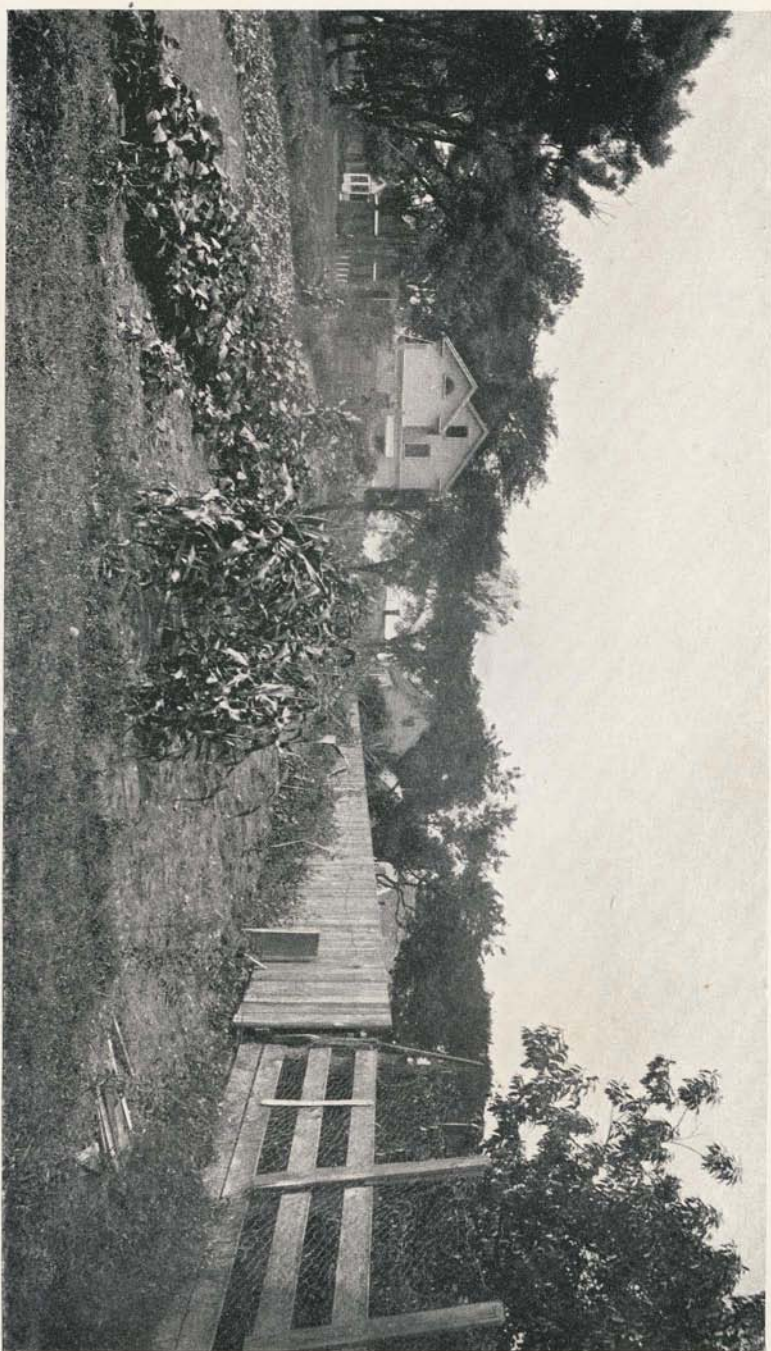
Now it is important to notice how the newer forms of school work come to supplement the older, or the relation of the *newer* and *older* forms of school work.

This may perhaps be best shown by one or two illustrations. Let us take two illustrations, one from the primary and one from the grammar grades. Of several lines of work taken up this year in the school, the two which will perhaps serve best for this purpose are the industrial work of the "garden class" in the grammar grades, and the work which has for its center the play-house in the primary grades.

#### THE SCHOOL GARDEN.

Last spring it was decided that manual training for the seventh grade should take the form of gardening. A section of the campus, about one hundred and eighty by fifty feet, was fertilized, ploughed and harrowed and the seed was purchased by the State. Then this land was turned over to the teachers and pupils. Meanwhile the class had gained some valuable letter-writing experience in sending carefully written letters to seedmen. They had reviewed their knowledge of mensuration by measuring and measuring again the garden, and plotting off the same into different sections for the planting of the various kinds of seeds. Many discussions arose regarding the best time and place for the planting





SCHOOL GARDEN.





PUPILS WEEDING.



PUPILS TRANSPLANTING.





of the different kinds of seeds. These furnished splendid opportunities for connecting the home and the school, for the use of reference books, and for good, live language work, both oral and written.

As soon as the weather was suitable the children began to prepare the ground for planting, and on pleasant days they worked in the garden about an hour each afternoon. They became very observant of weather conditions. The different kinds of seeds were planted in their seasons, some, like lettuce and sweet corn, being planted at different times. Records were kept in books provided for the purpose, of the time of planting, the time of coming up and the various changes in the growing plants. Plants were compared as to their relative rate and manner of growth, and the ideas gained from these plants were used as a basis for reading of the growth of similar plants in other parts of the world. The first radishes were sold to the dormitory and for these the class received their first check. This with other checks and cash received from the sale of garden produce during the summer and fall, amounting to over thirty dollars, was deposited in the Hyannis National Bank. The whole class went to the bank and learned exactly how to make a deposit and to draw out money. Each pupil is provided with a blank book into which he copies bills of produce sold, deposits made and checks drawn.

After the fall term began, the same class, now the eighth grade, again assumed the care of the garden. They picked and sold tomatoes, sweet corn, squash and cucumbers, pulled beets and turnips and saved corn, beans and other seeds for next year's planting. They also studied forms of fruit and seeds and the relation of plants to some animal life, like the larvæ on the turnips and tomatoes and the parasites on the tomato larvæ.

After finishing the garden work the class elected a president and secretary and discussed what they should do with their money. They appointed a committee to consider the matter and to make recommendations. After several days of consideration the committee reported, advising the expenditure of not more than five dollars for a little class party to which each member might invite a friend, the purchase of some cord for hammocks, the acceptance of the offer of Mr. Baldwin to teach them how to make hammocks which might be sold, and the proceeds of which might be added to the bank deposits. The report was accepted with enthusiasm. The pupils gained some good points in parliamentary practise in

connection with class meetings. They learned how to write notes of invitation for their party and gained some valuable hints on entertaining. Before they could make their hammocks each was obliged to whittle out his own block and needle. This required considerable care and perseverance, but the hammock making lured them on and they persisted. Some of their hammocks are already completed and ready for the market. Their interest has steadily increased as they have grown in the sense of their own power to do something that has a commercial value. Other grammar grades are doing other forms of industrial work. Let us now turn our attention to the primary grades.

#### THE PLAY HOUSE.

The center upon which the interest of the primary grades is just now focused is a play house. This was constructed in the manual training room at the Normal School, in such a manner as to contain the principal rooms of a house. The children have made things with which to furnish this house. The pupils of the lower grades have been studying the homes of other children of other lands and comparing their own homes with these, noting striking points of resemblance and difference in the kinds of house, the furnishings and the clothing, and making such inferences regarding the reasons for the variations as their age and experience enable them to make.

The children of the first grade have been studying about Hiawatha, and they compare their own home, the Hyannis home with its furnishings, with the Indian home and its simple but necessary utensils. They are delighted to compare their food and clothing with his, their games and nursery stories with those which Hiawatha was taught by old Nokomis.

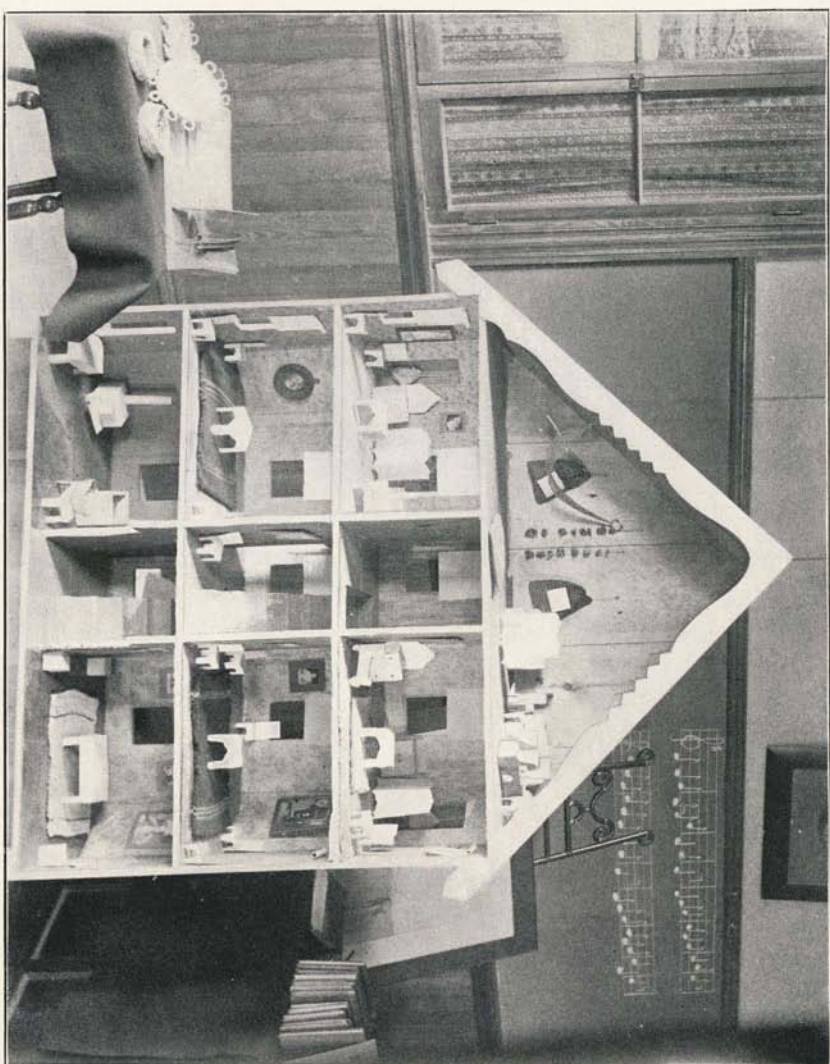
In a similar manner they have studied about the little Esquimo and his home life.

The second grade children have studied the more striking features of the industrial and social life of the Esquimo, the Indian, the Dutch, the Japanese and the Chinese children, always using their own experience as a basis of comparison.

The third grade children have studied the home life of the Dutch, Swiss and Mexican children.

The fourth grade pupils are very much interested in Robinson Crusoe and the things which he found necessary for his home.





THE PLAY HOUSE—FURNISHED BY THE PRIMARY DEPARTMENT.



It is easy for the thoughtful person to see how such work as this appeals to the little child. The teacher is continually asking him to tell about things of which he knows from experience and which he delights to talk about, especially when he is asked to compare his own house with the snow house of the Esquimo boy or the tent of the Arab boy, or his leather shoes with the wooden shoes of the Dutch boy.

As the children study about these things they are learning to read and spell and use properly the common words connected with their everyday life, and kindred technical words connected with the life in other parts of the world. Thus their vocabulary, spoken and written, is growing hand in hand with the broadening of the horizon of their understanding. Not only the pictures and stories found in the children's books, but many others are provided by the teachers. Sometimes, too, the teacher takes the children over to the normal school, where they are treated to a talk, supplemented by stereopticon lantern slides.

To those who understand children it is not surprising that they desire to represent those things about which they are enthusiastic in some other form than in words. They wish to do something with their hands, — to draw, to paint, to cut out, to model in clay, to weave, to sew, and to do many other things. This natural demand, which may be seen in every normal child, we try to satisfy by allowing him to attempt to represent some of these things about which he is coming to know. This is where our industrial training comes in, as a means of expressing some ideas which the child already has and of gaining more and clearer ideas.

Some of the things which are being made will be used for furnishing the play house, and every child is anxious to make something fit to go into that play house. Rugs and portieres are being made in the first grade, furniture of tag board and mats of raffia in the second and third, and the fourth grade children are weaving blankets and straw floor matting, making baskets, painting walls of the house, designing wall paper and staining floors. It is inspiring to see how enthusiastically the children work, how they love to do things and to do them well, how much patience and persistence is being developed, and how happy they are.

Now these two lines of work which I have described are fairly typical of the kinds of work which we are trying to do and the ways in which we are putting new life into the older lines of work through the new.



It may be well to state that no new experiments are being tried. For although some of this work is new to the schools of this vicinity, nothing is being introduced which has not been tried and been proved valuable in other places. The principles upon which this work is based have been recognized as true by leading educators for nearly a century. We are trying to do our part toward adapting these principles to the needs of the children of Hyannis and the Cape. The manual and industrial training which our fathers got on the farm, along the shore, and on the sailing vessel, was invaluable. Fortunate are the children who still have the same kind of opportunities for growth in their own homes. Few of our children, however, now receive any training at home which takes the place of that old-fashioned New England "bringing up." The school must, therefore, furnish the best possible substitute, along with such training in literature, history, science, art and kindred subjects as the best schools have been affording. The former furnishes the best kind of a foundation in personal experiences, and the latter furnishes a superstructure which reaches out to the whole world, present, past and future.

Probably no one would claim that the home education of the country boy alone insured success, for many country boys have not succeeded. But when the country boy, not satisfied with the narrow range of his country life, has gone out into the broader life through travel or reading and study, has used the ideas here gained, the habits here formed, and the character here built up, as a basis, a foundation upon which to build, what glorious specimens of manhood have resulted! The Cape reckons many such among her sons.

The industrial work which is here described takes time and the school hours of the Hyannis Training School have been extended forty-five minutes per day so that plenty of time may be afforded for this without taking time formerly devoted to other subjects. The attitude of the teachers and pupils toward this work may be inferred from the fact that they are happy to stay longer in school and beg to be allowed to take work home.

Now it seems to me that the home should do all it can for the child, then the school should take him and recognizing what the home has done and is doing, should build upon this, supplementing and rounding out each individual child, helping him to discover his own powers and to make the most of himself.

## DESIGN OF THE SCHOOL.

By the resolve of the Legislature under which normal schools were established their design is stated to be "qualifying teachers for the common schools in Massachusetts." It is more fully stated by a vote of the Board of Education passed May 6, 1880:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and third, of right mental training.

The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

## COURSES OF STUDIES.

## THE TWO-YEARS' COURSE.

1. Psychology, history of education, pedagogy, school organization, school government and school laws of Massachusetts.
2. Methods of teaching the following subjects:—
  - (a) English, — reading, language, grammar, rhetoric, composition, literature.
  - (b) Mathematics, — arithmetic, elementary algebra and geometry.
  - (c) Science, — minerals, plants, animals, physics, chemistry, geology, geography, physiology and hygiene, manual training.
  - (d) Expression, — drawing, vocal music, physical training.
3. Observation and practise in training school.

## THE FOUR-YEARS' COURSE.

1. All of the work which is included in the two-years' course.
2. Advanced work in history, English literature, botany, zoölogy, geology, physics, algebra, geometry, trigonometry, astronomy, drawing, ethics.
3. Methods in Latin and French or German.
4. Teaching of two or three subjects in the training school for one year each.

## REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral character, give evidence of good intellectual capacity and be graduates of high schools whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a high school education. The candidate will do well to present a written statement from his high school principal, showing in clear and discriminating terms the character of his scholarship and conduct while in the high school. Such statements will receive very careful consideration.

Candidates must declare their intention to teach in the schools of the State, to abide by the requirements of the school, and if possible to complete the course of study.

## TIME OF ADMISSION.

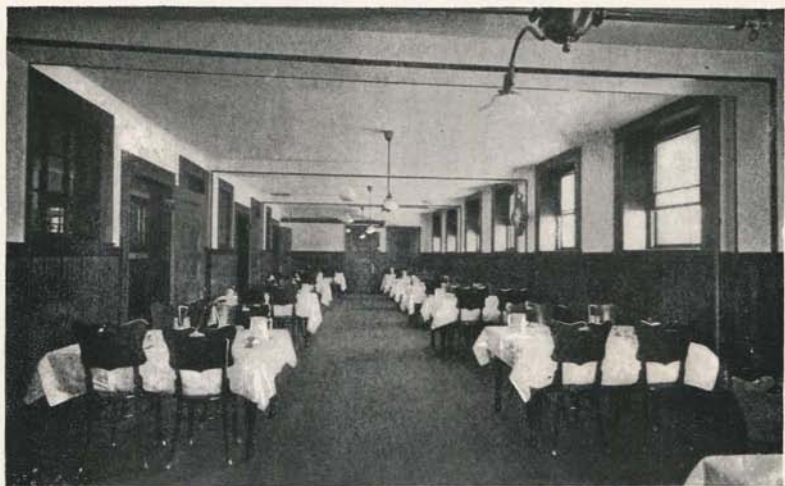
New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

## WRITTEN EXAMINATIONS.

Hereafter, until further notice, the written examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (in all, five papers, with a maximum time allowance of eight hours) :—

1. *Languages*. — (a) English, with its grammar and literature, and (b) one of the three languages, — Latin, French and German.





DINING HALL — DORMITORY.



PARLOR — DORMITORY.



2. *Mathematics*. — (a) Arithmetic, (b) the elements of algebra, and (c) the elements of plane geometry.

3. *History and Geography*. — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences*. — (a) Physical geography, (b) physiology and hygiene, (c) physics, (d) botany, and (e) chemistry.

5. *Drawing and Music*. — (a) Elementary, mechanical and freehand drawing, with any one of the topics, form, color and arrangement, and (b) musical notation.

#### ORAL EXAMINATIONS.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature the following kinds of possible presentation are suggested, but the candidates may readily extend the list : —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.



4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Specimens of written work or of drawing should be identified by the signature of the principal of the school as the work of the student who presents them.

#### EXPLANATION OF ADMISSION REQUIREMENTS.

##### I. LANGUAGES.

(a) *English*. — The importance of a good preparation in English is never overrated. The requirements in this department are based upon those generally agreed upon by the colleges and high technical schools of New England. Applicants are strongly advised to read, either in school or by themselves, *all* the works named; but, until further notice, a candidate will not be rejected who passes a satisfactory examination upon one-half of those assigned, — the selection to be made by herself or by her school.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.

1. *Reading and Practise*. — This part of the examination will be upon the subject-matter and upon the lives of the authors, and its form will usually be the writing of brief paragraphs on each of several topics selected by the candidate from a considerable number, and its chief purpose will be to test her power of clear and accurate expression. In place of a part or the whole of this test the candidate may present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the book. The books set for this part of the examination will be: —

1902. — Shakespeare's *The Merchant of Venice*; Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.



GUEST CHAMBER — DORMITORY.



TYPICAL STUDENT'S ROOM.





1903, 1904 and 1905. — Shakespeare's *The Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

2. *Study and Practise*. — This part of the examination presupposes a more careful study of each of the books named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express her knowledge with clearness and accuracy. The books set for this part of the examination will be:—

1902. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

1903, 1904 and 1905. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The Conference on Uniform Entrance Requirements also recommends the following:—

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence-structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken, partly from the prescribed books and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to —

(a) The language, including the meaning of the words and sentences, the important qualities of style and the important allusions.

(b) The plan of the work, *i.e.*, its structure and method.

(c) The place of the work in literary history, the circumstances of its production and the life of its author.

That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

(b) One only of the three languages, — *Latin*, *French* and *German*. The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. The candidate is earnestly advised to study *Latin* and either *French* or *German*.

## II. MATHEMATICS.

(a) *Arithmetic*. — Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra*. — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

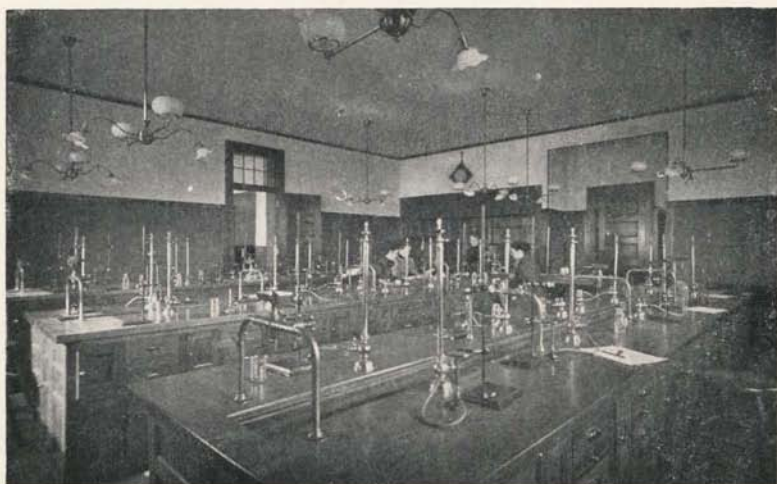
(c) *Geometry*. — The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

## III. HISTORY AND GEOGRAPHY.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar



PHYSICAL LABORATORY.



CHEMICAL LABORATORY.





with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

#### IV. SCIENCES.

(a) *Physical Geography*. — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(b) *Physiology and Hygiene*. — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c) (d) and (e) *Physics, Chemistry and Botany*. — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or some of them, with the aid of laboratory methods, is earnestly recommended.

#### V. DRAWING AND MUSIC.

(a) *Drawing*. — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, form, color and arrangement.

(b) *Music*. — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

#### PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full : —

II. Mathematics.

III. History and Geography.

IV. Sciences.

V. Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows :—

\_\_\_\_\_ has been a pupil in  
\_\_\_\_\_ for \_\_\_\_\_ years and is, in my  
judgment, prepared to pass the normal school preliminary examination in the  
following group or groups of subjects and the divisions thereof :  
\_\_\_\_\_  
\_\_\_\_\_

Signature, \_\_\_\_\_

Address, \_\_\_\_\_

2. The group known as *I. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practise that the group known as *IV. Sciences* should also be so reserved.

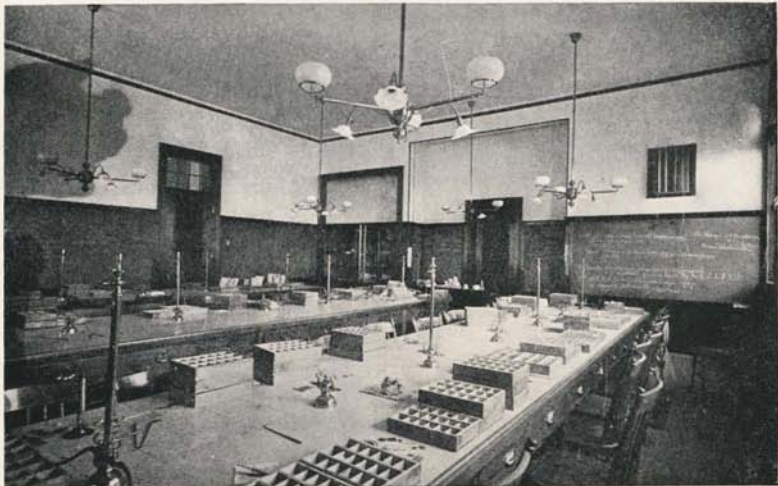
Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible; but it is important both for the candidate and the normal school that the work laid out for the September examination, which so closely precede the opening of the school, shall be kept down to a minimum.

It may be said, in general, that, if the ordinary work of a good statutory high school is well done, a student should be able to meet the requirements of these examinations. All candidates are advised to bring as full a statement of the work they have done during their high-school courses, as well as an account of the degree of success which has crowned their efforts, as they can procure. A good record in the high school is of prime importance to all candidates. Evidence of mental power, as shown in original and independent methods and results of work, will go far to satisfy the examiners of the fitness of those who may not have met successfully all the contingencies of the formal examination.





BIOLOGICAL LABORATORY.



MINERALOGICAL LABORATORY.



Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching will be taken into account, according to its amount and nature, in the determination of equivalents in the entrance examinations.

#### FREE TUITION.

Residents of Massachusetts declaring their intention to teach in the State will not be required to pay tuition; but each pupil from another State shall pay at the beginning of each half-year session the sum of twenty-five dollars for the use of the school.

#### BOARDING HALL.

Non-resident students are expected to board in the dormitory, or in private families approved by the principal.

The State has erected, furnished and keeps in repair this fine building without expense to the students. All money paid for board is therefore expended for provisions, fuel, lights and service. Thus first-class accommodations and excellent board are furnished at a very low rate. The cost to students is \$160 for the school year of forty weeks. Board is payable quarterly, in advance, *i. e.*, \$40 at the beginning of each ten weeks of the school year.

Students who go home regularly on Friday nights will be allowed a suitable reduction from the above-named prices.

#### FURNITURE.

Each boarder is expected to furnish bedding, towels, napkins and napkin-ring, and clothes-bags. It will be well for each to bring four pillow cases, three sheets, two blankets and one coverlet. Every article of clothing must be distinctly and indelibly marked with the owner's name.

#### OTHER EXPENSES.

Text-books and reference books are loaned to the students free of charge, but they are expected to pay for any damage to books or furniture which they may be using, to buy their own paper and note-books and to pay for breakage in the laboratory work. The total of such expenses for a year is only a few dollars.



### FINANCIAL ASSISTANCE.

Students and candidates for admission who have done excellent work in the high school and are strong physically, but who cannot obtain sufficient money at home for their support through school, may apply for assistance from one or both of the sources described below. It will be understood that only a small number can be assisted each year and great care will be exercised in selecting such applicants as are particularly promising and most in need of such assistance.

During the present school year several applicants have received loans of one hundred dollars or less each. The trustees are not authorized to loan more than one hundred dollars per year to any one student without a vote of the contributors.

### STUDENT'S LOAN FUND.

The fund herein described shall be known as the Student's Loan Fund for the State Normal School at Hyannis.

This fund shall be supported by voluntary loans of one hundred dollars each for a term of five years, the amount remaining at the end of such time, with all interest which may have accrued on the same, to be divided pro rata among those who have contributed.

This fund shall be administered by three trustees, who shall be chosen each year by the contributors from among their own number.

This fund shall, so far as practicable, be used to loan in such sums and to such students of the State Normal School at Hyannis as the trustees may, after careful investigation, consider proper recipients of such loans.

The personal note of the pupil receiving the loan, with or without indorsement, payable in five years or less, with interest at four per cent., shall be taken and held by the trustees.

Such a part of this fund as may not, at any time, be loaned shall be invested at the discretion of said trustees.

Money can be appropriated from this fund only on the order of two of said trustees.

Trustees for 1901-1902: W. A. Baldwin, Principal State Normal School; Edward L. Chase, Treasurer county of Barnstable; G. W. Doane, M.D.



NORMAL HALL.



LECTURE ROOM.





## STATE AID.

The State appropriates four thousand dollars per annum for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but no one receives such assistance till the second term of the course.

Any one desiring to obtain assistance through the Student's Loan Fund or the State Aid Fund should apply to the principal of the school for the proper blanks.

## NORMAL SCHOOL SCHOLARSHIPS AT HARVARD UNIVERSITY.

There are eight scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of the scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

## SCHOOL REGULATIONS.

The government of the school is placed, as far as possible, on the shoulders of the governed. Students are expected to do their part toward their own best development. The theory is that self-government develops character. These students will soon be teachers and so engaged in governing others; before they can control others they must be able to control themselves. If this power is not already theirs it should be developed. The best way to grow in this direction is to practise self-control. Each student is expected to feel responsible, not only for his own conduct, but for the welfare of the school. A committee is elected by the students from among their own number to hear complaints and to confer with the principal regarding anything which has to do with the comfort and well-being of the student body.

Habits of regularity, particularly in eating, sleeping, study and recreation, are considered of prime importance, and regulations covering these points have been adopted by the students who board at the dormitory.

The government at the dormitory is in the hands of the students. They select a committee of three, one from each floor, every ten weeks. This committee acts as a committee on rules and regulations, and has charge of the execution of the same.

Other committees elected are a social committee and a committee to act as heads of tables during each meal. The principal confers with these committees whenever it seems desirable.

#### THE SCHOOL AND THE PUBLIC.

The school holds itself in readiness to respond to calls from the superintendents and teachers of the vicinity for any assistance which it can render. It welcomes all interested visitors to its sessions or to inspect its equipment. Rooms are gladly provided for teachers' meetings and for lectures which are of a distinctly educational value.

During the present school year a very successful institute convened here. Practically every teacher of the county was in attendance.

An Educational Round Table for Barnstable County has been organized, and holds three meetings a year in the normal building.

Many committee meetings have been held in connection with the organization of a lecture course for the village, the extension of library privileges, and the work of the village improvement society.

For particulars regarding the regular or summer sessions, address the principal.

## List of Students.

### ADVANCED CLASS.

Crowell, Annie S.,	.	.	.	.	.	.	South Yarmouth.
Johnson, William F.,	.	.	.	.	.	.	Provincetown.
Linnell, Vida F.,	.	.	.	.	.	.	Hyannisport.
Taylor, Ruth A.,	.	.	.	.	.	.	Hyannis.

### SENIOR CLASS.

Barrett, Sarah C.,	.	.	.	.	.	.	Norwood.
Bigelow, Gertrude,	.	.	.	.	.	.	Norwood.
Brine, Julia A.,	.	.	.	.	.	.	Hyannis.
Brow, Frances M.,	.	.	.	.	.	.	Fall River.
Crocker, Charlotte L.,	.	.	.	.	.	.	Osterville.
Curran, Mary N.,	.	.	.	.	.	.	Fall River.
Douglas, Mabel F.,	.	.	.	.	.	.	Plymouth.
Hinckley, Annie G.,	.	.	.	.	.	.	East Barnstable.
McDonald, Mary P.,	.	.	.	.	.	.	Fall River.
McKenney, Elena H.,	.	.	.	.	.	.	Fall River.
Mernin, Mary E.,	.	.	.	.	.	.	Fall River.
Murphy, Helena M.,	.	.	.	.	.	.	Fall River.
Murphy, Mary J.,	.	.	.	.	.	.	Fall River.
Roche, Honora M.,	.	.	.	.	.	.	Fall River.
Scanlan, Katharine V.,	.	.	.	.	.	.	Fall River.
Shay, Mary E.,	.	.	.	.	.	.	Fall River.
Slavin, Annie,	.	.	.	.	.	.	Chatham.
Smith, Eliza F.,	.	.	.	.	.	.	Hyannis.
Whorf, Isaiah A.,	.	.	.	.	.	.	Provincetown.

### JUNIOR CLASS.

Ayers, M. Agnes,	.	.	.	.	.	.	Nantucket.
Baker, Annie W.,	.	.	.	.	.	.	South Yarmouth.
Cabral, Mary A.,	.	.	.	.	.	.	Provincetown.
Cobb, Florence O.,	.	.	.	.	.	.	Yarmouth.
Cook, Leona W.,	.	.	.	.	.	.	Provincetown.
Doane, Helen S.,	.	.	.	.	.	.	Brewster.
Hall, Kathleen M.,	.	.	.	.	.	.	Orleans.
Haskins, Henry S.,	.	.	.	.	.	.	Cotuit.
Hassard, Maude,	.	.	.	.	.	.	Brewster.
Hathaway, Marion P.,	.	.	.	.	.	.	Pottersville.
Howes, Inez J.,	.	.	.	.	.	.	East Dennis.
Kelley, Blanche,	.	.	.	.	.	.	Hyannis.



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Lewis, Mamie S., .	.	.	.	.	.	.	Provincetown.
Lucas, Georgie M.,	.	.	.	.	.	.	Provincetown.
Macomber, Ethel B.,	.	.	.	.	.	.	Waverly.
Matthews, Minnie C.,	.	.	.	.	.	.	Provincetown.
Paine, Harriet O., .	.	.	.	.	.	.	Harwich Center.
Phinney, Olivia M.,	.	.	.	.	.	.	Cotuit.
Proctor, Lucretia T.,	.	.	.	.	.	.	West Barnstable.
Smith, Edith M., .	.	.	.	.	.	.	Eastham.
Snow, Christabel, .	.	.	.	.	.	.	Wellfleet.
Taylor, Alfred D.,	.	.	.	.	.	.	West Yarmouth.
Tracey, Anna M., .	.	.	.	.	.	.	South Braintree.
Walsh, Alice A., .	.	.	.	.	.	.	Fall River.
Walton, Fanny L.,	.	.	.	.	.	.	Newburyport.

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## Calendar.

### 1902.

- Jan. 1. — Wednesday night, Christmas recess ends.  
Feb. 5. — Wednesday morning, second term begins.  
Mar. 28. — Friday night, spring recess begins.  
April 7. — Monday night, spring recess ends.  
June 23. — Monday, public graduation.  
June 26, 27. — Thursday and Friday, first entrance examinations.  
Sept. 9, 10. — Tuesday and Wednesday, second entrance examinations.  
Sept. 11. — Thursday, school year begins.  
Nov. 26. — Wednesday night, Thanksgiving recess begins.  
Dec. 1. — Monday night, Thanksgiving recess ends.  
Dec. 23. — Tuesday night, Christmas recess begins.

### 1903.

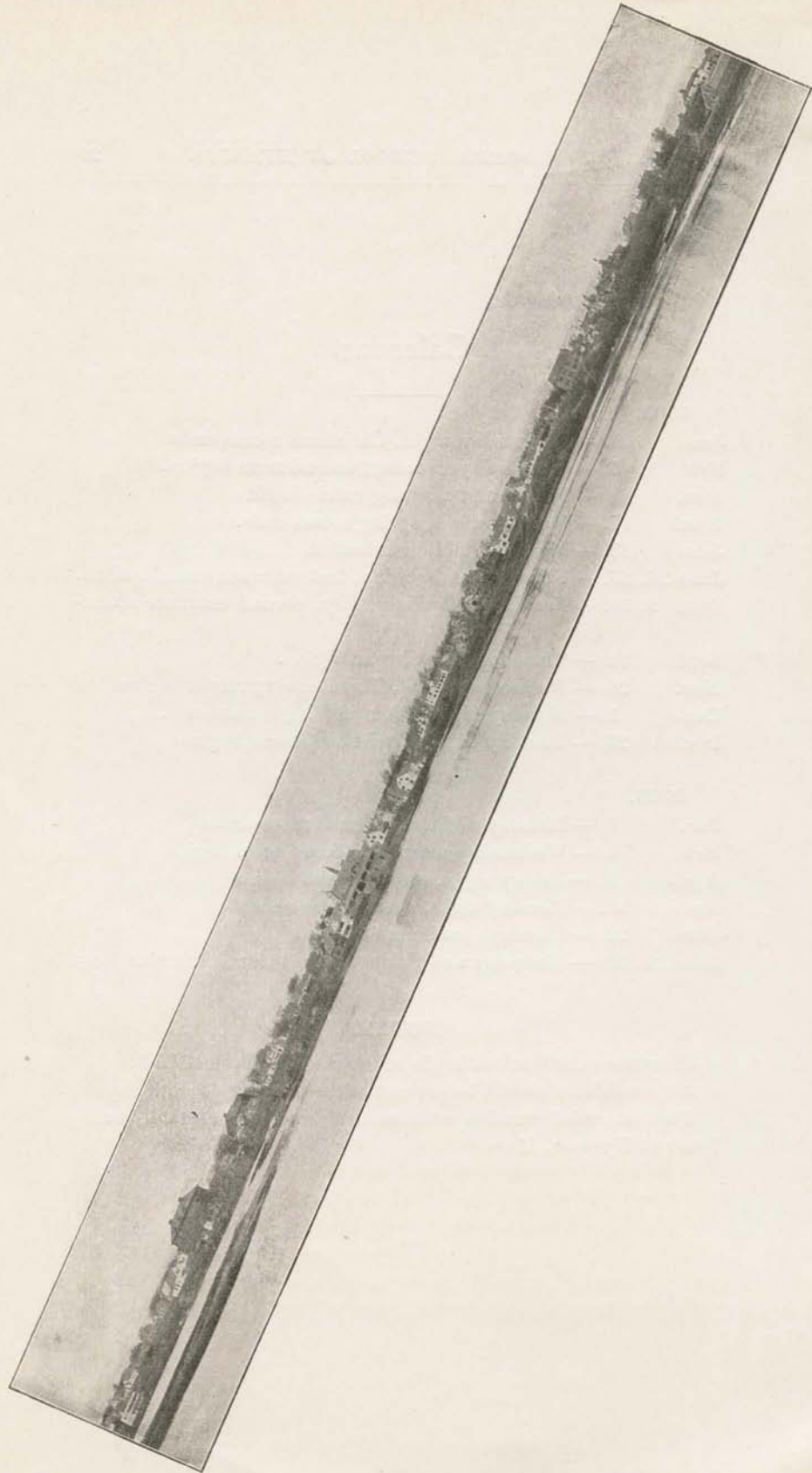
- Jan. 5. — Monday night, Christmas recess ends.  
Feb. 4. — Wednesday morning, second term begins.  
April 3. — Friday night, spring recess begins.  
April 13. — Monday night, spring recess ends.  
June 22. — Monday, public graduation.  
June 25, 26. — Thursday and Friday, first entrance examinations.

### NOTICE.

Entrance examinations begin at 9 o'clock in Normal Hall.

All candidates should be present at the opening on both days.

For further information address the principal personally or by letter at Hyannis, Mass.



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CATALOGUE  
OF  
SUMMER SESSION.

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## Summer Session of State Normal School at Hyannis.

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*Fourth Session.* — July 8 to August 8, 1902.

*Purpose.* — To afford professional training to teachers now in service.

*Work.* — Like that which is offered in the regular courses.

*Instructors.* — Mostly teachers from other normal schools.

*Diplomas.* — Granted on completion of course.

*Tuition.* — Free to all who intend to teach in the State.

*Expenses.* — Board and lodging in the dormitory, \$5.50 for women and \$5.75 for men. Books, paper and laboratory materials at cost.

*Buildings.* — New, well equipped and well adapted to their purposes.

*Location.* — On the south side of Cape Cod.

*Climate.* — Tempered in winter and summer by sea breezes; prevailing wind from southwest, coming over Long Island Sound.

*Recreations.* — Sea-bathing delightful; fishing and boating excellent in ocean, bays and lakes; walks and drives unsurpassed; good bicycling over State roads.

### PURPOSE OF THIS SCHOOL.

It is believed that many teachers now in service in Massachusetts realize their need of professional training. Every teacher, worthy the name, feels the need of such inspiration as comes from regular intensive study during some part of each year. To meet this need the State has appropriated money for the support of this summer session. Thus is inaugurated a movement for the improvement of teachers now at work in our schools. Here those who feel obliged to teach during the regular school year will have an opportunity to take work equal in value to that which is usually offered in normal schools. A teacher can attend this school for two or three summers, then secure a leave of absence for one year,

spend this year at the Hyannis Normal School, return to her position, then attend the school for two more summers, thus completing her course.

The purpose of the instructors of this school will be to give regular, systematic courses in such subjects and of such character as will meet the needs of teachers now in service.

#### CHARACTER OF THE WORK.

The work will be like the regular work of the school year. The same amount of study, of lecture room and of laboratory time will be required in each subject.

Students may take one or more subjects, but the work must be intensive in each.

The work is so planned that it is not possible to take more than two of the heavier subjects, and students are earnestly advised to take but one.

#### CREDITS ALLOWED.

Due credits will be allowed for work which has been done in other normal schools or in colleges.

Teachers in service may be allowed to offer their experience between the excessive summer sessions in lieu of practice in the training school.

#### DIPLOMAS GRANTED.

Credit will be given for each subject that is satisfactorily completed. A diploma will be awarded when the amount of work done by the student is equal to that required in the regular course.

The time required for earning a diploma will depend upon the former preparation and upon the amount and character of work at this school.

#### ADMISSION.

Teachers of maturity, who have been in service for two or more years, and graduates of four-year courses in high schools, who have taught one year, will be admitted without examination.

Graduates of high schools, and teachers of less than the above required experience who desire to teach in the State may be admitted without examination, but without entrance examinations cannot receive credit to count toward a diploma.

GENERAL REGULATIONS REGARDING CREDITS TO BE ALLOWED  
STUDENTS FROM OTHER NORMAL SCHOOLS,  
TRAINING SCHOOLS AND COLLEGES.

1. The matter of the granting of credits shall be in the hands of a special committee, consisting of the principal and two other members of the summer session faculty, subject to the approval of the Board of Visitors of the school.

2. A student who has had one year or less of work in another State normal school shall receive full credit for the same, but the time needed to complete the course shall depend upon the character of the work done here.

3. A graduate of any State normal school outside of the State of Massachusetts shall be required to do the work of four summers before receiving a diploma, unless the character of the work done is particularly strong.

4. A candidate from a training school, whose past record is particularly strong and the character of whose work is exceptionally good, may be given such credit as seems just in the judgment of the special committee and the Board of Visitors.

5. A graduate of any college shall be required to take a full year's work, including the subjects of psychology, pedagogy and such typical subjects as may be deemed advisable by the special committee and the Board of Visitors, and to furnish evidence of at least three years of successful experience.

6. Due credit will be allowed for undergraduate work in any college.

7. Three years of properly certified, successful experience may be accepted in all cases in lieu of teaching in the training school.

LIST OF SUBJECTS AND INSTRUCTORS.

*Music.* — Edmund F. Sawyer, Instructor in Music, State Normal School, Hyannis, Mass.

*Psychology.* — Mary E. Laing, formerly Instructor in Psychology, State Normal School, Oswego, N. Y.

*English.* — Elizabeth H. Spalding, Instructor in English, Pratt Institute, Brooklyn, N. Y.

*Geography.* — Charles Peter Sinnott, Instructor in Geography, State Normal School, Bridgewater, Mass.

*Arithmetic.* — Sarah J. Walter, Principal of Training School, Willimantic, Conn.

*Drawing.* — F. L. Burnham, Supervisor of Drawing, New Haven, Conn.

*Chemistry or Minerals.* — Harlan P. Shaw, Instructor in Minerals, Geology and Chemistry, State Normal School, Bridgewater, Mass.



*Industrial Work.* — Clara M. Wheeler, Principal of Primary Department, Hyannis Training School, and Mabel M. Kimball, Instructor in Hyannis Training School.

*Supervision.* — Clarence F. Carroll, Superintendent of Schools, Worcester, Mass.

*Botany.* — H. Annie Kennedy, Supervisor of Nature Work, Quincy, Mass.

It is not expected that a class will be formed in any of the above-mentioned subjects, unless several students desire to take the same.

#### GENERAL LECTURES.

Besides the regular work, general lectures will be given by lecturers of national reputation.

#### COURSES OFFERED.

The work in music will include: (1) methods of teaching in the public schools; (2) a class for chorus singing (open to all members of the school); (3) a series of talks upon the origin and development of music; and a course of lessons in musical notation, intervals, three and four-tone chords, rhythm and elementary form, including much practice in the writing of simple melodies.

The course in psychology will be adapted to both teachers and superintendents, and will furnish an intelligent basis for modern pedagogy.

The course in geography will broaden the teacher's conception of the subject and introduce him to the modern method of presenting the same.

The course in botany will give considerable knowledge of the subject in such a manner as to furnish the teacher with an understanding of the inductive method of instruction.

The course in drawing is planned for the benefit of the regular teacher who feels the need of assistance and suggestion in the subject. Much individual work is given, however, and teachers of large experience in teaching drawing find the course very valuable.

In the course in English, an English classic will be studied with reference to its use in any class room; that is, with reference to the material it furnishes for class conversations or debates, subjects for themes, and the making out of examination questions. The selected classic, with others, will be made the basis for a study of rhetoric and composition. This combination of critical work and original effort gives the student power to appreciate other pieces of literature, and to utilize them in teaching. There will be a weekly conference of teacher and pupils, during which problems of the grades will be discussed, grammar receiving its share of atten-



tion, and ways and means of solving the problems will be suggested.

The arithmetic course includes discussions, relating to the time, place and relative value of the subject of arithmetic in the school curriculum, also its relation to the industrial environment of the pupil. The aim is to so organize the instruction that it shall give the student the art of using numbers accurately and rapidly, and the ability to apply this art in solving the practical problems of every day life. The sole motive of the course as arranged is to encourage and promote the self-activity of the student and thereby gain to the fullest extent his independent personal effort.

In elementary chemistry, individual laboratory work will be supplemented by class exercises to teach the best methods of chemical investigation, the conditions of successful work, how to record the results of the study, and how to teach the subject. The chemistry of air, fire, water, acids and alkalies; metals and their compounds; foods, bleaching and dyeing. A short course in *qualitative analysis* for those who are prepared for it and desire it. Each student prepares simple apparatus, does the experimental work, makes the applications, and prepares class exercises. This course is of special value to students and teachers of minerals, geology, physiology and nature study.

Those who take the course in industrial work will have an opportunity to work with children in gardening, basketry, weaving, raffia work, hat-making, netting, and similar lines of industrial training which are being introduced into some of the public schools, and to see how the regular school work is based upon this.

The course in supervision is intended for those superintendents who are anxious to know the best that has been written along the various lines of the superintendent's work, and to study somewhat carefully some of the phases of modern methods with which they expect their teachers to be conversant. Those who join this course are expected to remain for at least three weeks, and it will be found very desirable to take a full five weeks' course.

The series of pictures on gardening will illustrate some of the phases of the work as it was taken up in the spring of 1901. This was the first year of real garden work in this school. It has, however, proved so interesting and valuable that it will be greatly enlarged in scope for the current year.

This work is used as a basis for work in language, geography, arithmetic, reading, drawing, and work in plants and animals. It is typical of other lines of industrial training which is being done in the school.

## List of Students.

1901.

Name.	Residence.	Session.	Experience.
Alden, Mabel F., .	Holbrook, . . . . .	1900,	3½ years.
Allen, Herbert L., .	Dalton, . . . . .	1901,	15 "
Allen, Julia M., .	Chiltonville, . . . . .	1901,	1 year.
Allen, Lucy H., .	Woodstock Valley, Ct., . . . . .	1900,	4 years.
Andrews, Ella, .	Roxbury, . . . . .	1900,	15 "
Andrews, Harriet, .	Hyannis, . . . . .	1899,	-
Arey, Bertha M., .	Chatham, . . . . .	1900-1901,	6 "
Arnold, Melville A., .	Adams, . . . . .	1900,	18 "
Ashton, Mary T., .	Dartmouth, . . . . .	1900,	3 "
Atherton, M. Grace,	Wakefield, . . . . .	1899,	3 "
Atkins, Bertha A., .	Pleasant Lake, . . . . .	1899,	3 "
Atkins, Caroline L., .	Brookline, . . . . .	1899,	1 year.
Austin, Ida M., .	Fitchburg, . . . . .	1899,	12 years.
Austin, Laura C., .	Brunswick, Me., . . . . .	1898-1899,	5 "
Ayles, Elizabeth, .	West Newton, . . . . .	1898,	22 "
Baker, Dora M., .	West Yarmouth, . . . . .	1898-1900,	-
Baker, Mabel L., .	Hyannis, . . . . .	1898-1899-1900,	8 "
Ballou, Madge D., .	Hyde Park, . . . . .	1900,	7 "
Banister, Frances,	Westford, . . . . .	1901,	-
Barney, Emma F., .	South Hadley Falls, . . . . .	1898,	8 "
Bassett, Eva C., .	Concord Junction, . . . . .	1901,	4 "
Bassett, Lina M., .	Sandwich, . . . . .	1899,	1 year.
Batchelder, Mary E., .	Hampton Falls, N. H., . . . . .	1901,	6 years.
Batchelder, Mary H., .	Holyoke, . . . . .	1899-1900-1901,	7 "
Batchelder, Nellie S., .	Holyoke, . . . . .	1900,	-
Bates, Cornelia M., .	New Haven, Conn., . . . . .	1901,	-
Bates, Mabel, .	East Wareham, . . . . .	1900,	3 "
Bates, Nellie P., .	Whitman, . . . . .	1898-1899-1900,	7 "
Bearse, Annie B., .	Hyannis, . . . . .	1898-1899,	12 "
Bemis, M. Ella, .	Athol, . . . . .	1901,	4½ "
Benjamin, Clara B., .	Watertown, . . . . .	1899,	2 "
Bennett, Ellen F., .	Warwick, . . . . .	1898,	1 year.
Berry, Sheba E., .	Chelsea, . . . . .	1898,	10 years.
Biffin, Sarah A., .	Everett, . . . . .	1901,	6 "
Billings, Emma E., .	North Adams, . . . . .	1898,	-
Bird, Annie L., .	Walpole, . . . . .	1898,	15 "
Blake, Etta S., .	Presque Isle, Me., . . . . .	1898-1899,	11 "
Bliss, Elizabeth R., .	Taunton, . . . . .	1898,	24 "
Bodfish, John D. W., .	West Barnstable, . . . . .	1899,	-
Bond, Arline Smith,	Hyannis, . . . . .	1901,	3 "

Name.	Residence.	Session.	Experience.
Boomer, Emily R.,	North Dartmouth,	1898-1899,	8 years.
Bowen, Warren R.,	Salem,	1898,	5 "
Brackett, Grace M.,	Lawrence,	1901,	2 "
Brackett, Maude M.,	Lawrence,	1901,	9 "
Bradford, Anna H.,	Brockton,	1900,	-
Bratten, Theodora M.,	Belmont,	1900,	-
Brien, Effie M.,	West Roxbury,	1899,	7 "
Bright, Mary E.,	Franklin,	1900,	1 year.
Brown, Bertha M.,	Hyannis,	1901,	7 years.
Brown, May A.,	Boston,	1901,	3 "
Buck, Clara D.,	West Chatham,	1899,	5 "
Buckley, Mary,	Hyannis,	1898,	11 "
Burden, Catharine A.,	Malden,	1898-1899,	1 year.
Burrell, Martha A.,	Medford,	1901,	-
Burton, Jessie E.,	Hopedale,	1901,	1 "
Butters, Ellen J.,	Franklin,	1900-1901,	1 "
Cady, Anita L.,	Southbridge,	1898,	-
Campbell, Sadie M.,	Hudson,	1898-1899-1900,	3 years.
Campos, Celestino,	Mexico,	1900,	3 "
Carpenter, Grace W.,	Foxborough,	1898,	8 "
Chace, Seth Howard,	Harwich,	1898-1899-1900-1901,	8½ "
Chandler, Jennie M.,	Willimantic, Conn.,	1901,	1 year.
Chandler, Lucy,	Willimantic, Conn.,	1901,	10 years.
Chase, Bessie A.,	Malden,	1899-1900-1901,	2 "
Chase, Charlotte M.,	Cambridge,	1899,	25 "
Chisholm, Mary A.,	Melrose Highlands,	1899-1901,	4½ "
Church, Myra H.,	Lawrence,	1900,	1½ "
Clark, Amy C.,	Middleborough,	1898-1900,	9 "
Clarke, Alice W.,	Uxbridge,	1898,	-
Clement, Abbie L.,	Merrimac,	1899,	4 "
Clifford, Sara A.,	Holyoke,	1898,	10 "
Coar, Emily M.,	Westfield,	1898,	10 "
Cobb, Edwin S.,	Attleborough,	1901,	1 year.
Coburn, Clara H.,	Methuen,	1899,	2 years.
Coffin, Lizzie H.,	Marblehead,	1898,	11 "
Conant, Clara E.,	Greenfield,	1898,	17 "
Conant, Harold S.,	Gloucester,	1900,	-
Conner, Lucy B.,	Exeter, N. H.,	1898,	2½ "
Costello, Mary E.,	Quincy,	1900,	3 "
Cowen, Jennie L. F.,	Rochester,	1898-1901,	2½ "
Crafts, H. Gertrude,	Chelsea,	1898,	5 "
Craigie, Louise M.,	Oswego, N. Y.,	1900,	7 "
Cressy, Mabel F.,	Beverly,	1901,	2½ "
Crocker, Bertha,	Hyannis,	1898-1901,	8 "
Crocker, Eloise H.,	Hyannis,	1899,	1 year.
Crocker, Grace F.,	Brewster,	1900,	1 "
Crowell, Myra D.,	Chatham,	1900,	9 years.



Name.	Residence.	Session.	Experience.
Crowell, Persis A.,	Woods Hole,	1901,	4 years.
Cunningham, Mary G.,	Revere,	1899,	5 "
Daggett, Cora M.,	Provincetown,	1899,	5 "
Dally, Marion L.,	Roxbury,	1900,	11 "
Davies, James,	W. Springfield,	1900-1901,	1 year.
Davies, Maude,	Norwich, Conn.,	1900,	4½ years.
Davis, Kate G.,	Westport,	1898,	8 "
Davis, Susan L.,	New Haven, Conn.,	1901,	16 "
Dean, Carrie B.,	Taunton,	1899,	9 "
Dean, Clara R.,	Florence,	1901,	1 year.
Deane, Florence,	Middleborough,	1898-1899,	10 years.
Deane, Mary E.,	Middleborough,	1898-1899,	14 "
DeCatur, Luanna B.,	Westford,	1901,	-
Delano, Bertha F.,	Marion,	1899,	-
Dickey, Nellie S.,	Derry, N. H.,	1898,	18 "
Dinsmore, Jessie M.,	Medford,	1900,	17 "
Dinzey, Amy N.,	Boston,	1899,	1 year.
Dodge, Carrie M.,	Stoughton,	1898,	2 years.
Donegan, Minnie H.,	North Abington,	1900,	2 "
Dougherty, Margaret E.,	Southbridge,	1899,	2 "
Douglas, Linda L.,	Sagamore,	1898,	1½ "
Drew, Bessie L.,	Atlantic,	1899-1900-1901,	6 "
Duncan, Lillian G.,	Monson,	1900,	2 "
Dwyer, Anna M.,	Leyden,	1898,	15 "
Dyer, Ethel T.,	Truro,	1898,	1½ "
Eastman, Allie T.,	Amherst,	1901,	1 year.
Edgerton, M. Lillian,	Bennington, Vt.,	1900,	15 years.
Ekman, Anna S.,	Woburn,	1900,	1 term.
Ela, Clara L.,	Hudson,	1898,	9 years.
Elland, Mary,	East Dennis,	1899,	4 "
Emerson, Winifred,	Reading,	1898-1899,	11 "
English, Margaret,	Wareham,	1899-1900-1901,	9 "
Evans, Carrie M.,	Merrimac,	1899,	22 "
Fearing, Eliza C.,	South Wareham,	1900,	1 term.
Fennelly, A. Theresa,	Boston,	1901,	5 years.
Fisher, Lizzie M.,	Norwood,	1898,	1 year.
Fleming, Hulda S.,	Gill,	1900,	1 "
Flint, Alice W.,	Brandon, Vt.,	1898-1899,	12 years.
Foley, Mary J.,	Cambridge,	1901,	-
Frazer, Charles F.,	Franklin,	1901,	4 "
French, Ella B.,	Worcester,	1901,	12 "
French, L. Pearl,	Kingston, N. H.,	1899,	4 "
Gammons, Grace R.,	South Carver,	1901,	-
Gibbs, Bessie B.,	Middleborough,	1898,	3 "
Gibbs, Sara F.,	Pocasset,	1898,	10 "
Gifford, Gertrude,	Plymouth,	1898,	4 "
Gilman, Maude E.,	Arlington,	1899-1900,	6 "



Name.	Residence.	Session.	Experience.
Goddard, Harriet M.,	Montague,	1901,	2 years.
Goodale, Ethel M.,	Brattleborough, Vt.,	1899,	1 year.
Goodwin, Clara G.,	Orleans,	1898,	12 years.
Gookin, Helen E.,	Wamesit,	1901,	8 "
Gould, Ella A.,	West Newton,	1898,	1 year.
Grady, Ella M.,	Sandwich,	1899,	3 years.
Grady, M. Alice,	Fall River,	1899,	11 "
Granahan, Ellen D.,	Atlantic,	1901,	6 "
Greené, Julia A.,	Amherst,	1901,	1 year.
Greene, Vianna C.,	Clinton,	1898-1899,	21 years.
Griswold, Florence M.,	So. Hadley Falls,	1901,	1 year.
Guyer, Hattie T.,	Hyannis,	1901,	7 years.
Guyer, Lottie J.,	Hyannis,	1900,	1 year.
Halladay, Edna J.,	Watertown,	1900-1901,	3 years.
Hallett, S. W.,	Ware,	1899-1900-1901,	20 "
Hammond, Hannah G.,	Chatham,	1899-1900,	2 "
Hancock, Mabel D.,	Barre,	1899,	6 "
Hanson, Edith P.,	Beverly,	1901,	4 $\frac{1}{2}$ "
Hapgood, Ida A.,	South Acton,	1898,	5 "
Hardy, Eva A.,	Andover,	1900,	6 "
Hardy, Grace F.,	Chatham,	1900-1901,	7 "
Harlow, Laura C.,	Santuit,	1899,	-
Harris, Eliza L.,	Barnstable,	1900,	-
Hartwell, Ida A.,	South Lancaster,	1899,	2 "
Haskell, Sarah P.,	Southbridge,	1901,	3 "
Hastings, Mattie L.,	North Orange,	1898-1899,	3 "
Hawkes, Henrietta,	Saugus,	1899,	2 "
Heckmann, Jennie L.,	Plainville,	1898-1899,	5 "
Herriott, Adelaide S.,	Medford,	1900,	21 "
Heywood, Helen,	Fall River,	1900,	1 year.
Hicks, Blanchard F.,	West Yarmouth,	1901,	5 years.
Hinckley, C. Hervey,	Sandwich,	1899,	2 terms.
Hinckley, Florence B.,	Hyannis,	1900,	-
Hofacker, Louise A.,	New Haven, Conn.,	1901,	15 years.
Holbrook, Sarah F.,	Norfolk,	1900,	3 "
Holmes, Frederic H.,	Hyannis,	1901,	8 "
Holway, Caroline E.,	Spring Hill,	1901,	1 year.
Hopkins, Addie F.,	East Brewster,	1898-1899-1900-1901,	4 years.
Horton, Lula B.,	Brattleborough, Vt.,	1899,	2 "
Hosmer, Mary A.,	Billerica,	1899-1900,	2 "
Howe, Edith,	Wollaston,	1898,	-
Howe, Eva M.,	Rowley,	1900,	2 "
Howes, Dora P.,	Holyoke,	1900,	6 "
Howes, Martha W.,	Yarmouth,	1898-1899,	11 "
Howland, Elizabeth T.,	South Dartmouth,	1898,	2 "
Hulbert, Gertrude L.,	Cambridge,	1899,	2 "
Hunt, Inez A.,	Melrose,	1900,	10 "

Name.	Residence.	Session.	Experience.
Jacobs, Pearl L., .	Franklin, . . . . .	1899,	2 years.
Jones, Amy W., .	Medford, . . . . .	1900,	18 "
Jordan, Cora M., .	Cape Elizabeth, Me., .	1901,	5 "
Keefe, Katharine, .	No. Bennington, Vt., .	1900,	8 "
Keith, Adelaide A., .	Beverly, . . . . .	1901,	35 "
Kelley, Augusta M., .	Centreville, . . . . .	1899-1900,	1 year.
Kelley, Blanche, .	Hyannis, . . . . .	1899-1900,	-
Kelley, Nellie B., .	Centreville, . . . . .	1898-1899-1901,	10 years.
Kelly, Helen S., .	North Raynham, . . . .	1898-1899,	-
Kendrick, Elsie L., .	South Chatham, . . . .	1901,	1 year.
Kerr, Selena M., .	Malden, . . . . .	1898,	1 "
Kerrigan, Fannie L., .	Hudson, . . . . .	1898,	1 "
Kerry, Alice S., .	Blackstone, . . . . .	1898-1899,	2 years.
Kimball, Alice A., .	North Stoughton, . . .	1898-1899,	12 "
Kimball, Edwin F., .	East Milton, . . . . .	1899,	18 "
King, John R., .	Taunton, . . . . .	1898,	6 "
Kingman, Frederic W., .	Hyannis, . . . . .	1899-1900-1901,	6 "
Kinney, Winifred M., .	Southbridge, . . . . .	1898,	2 "
Knight, T. H. H., .	Duxbury, . . . . .	1898,	10 "
Knowles, Ruth M., .	Melrose Highlands, . .	1900,	8 "
Knowlton, G. H., .	South Swansea, . . . .	1901,	-
Lapham, Alice G., .	Webster, . . . . .	1899-1900-1901,	5 "
Lawson, Myrtle C., .	South Hadley Falls, . .	1901,	10 "
Lester, Ordella A., .	New York, . . . . .	1901,	23 "
Lewis, Theresa D., .	Centreville, . . . . .	1901,	5 "
Lilley, Alice, .	Fairhaven, . . . . .	1901,	-
Lindsey, Mabel E., .	Marblehead, . . . . .	1898,	2 "
Linnell, Edith A., .	Hyannisport, . . . . .	1900,	-
Llewellyn, Blanche, .	Rockland, . . . . .	1901,	8 "
Lothrop, Percy, .	Hyannis, . . . . .	1898-1899-1900,	-
Lovell, Ida M., .	Nantucket, . . . . .	1900,	12 "
Macgregor, Jessie D., .	Malden, . . . . .	1898,	2 terms.
Maher, Kate E., .	Hyannis, . . . . .	1900,	$\frac{1}{2}$ year.
Marchant, Agnes, .	West Yarmouth, . . . .	1899-1900,	8 years.
Marines, Dionisio, .	Mexico, . . . . .	1900,	2 "
Marshall, Bessie A., .	Chelsea, . . . . .	1898,	2 "
McCoy, Helen, .	New Bedford, . . . . .	1898,	5 "
McDermott, Margaret, .	West Hingham, . . . .	1900,	3 "
McDermott, Mary L., .	Biddeford, Me., . . . .	1900-1901,	1 year.
McDonnell, Mary E., .	Quincy, . . . . .	1900,	1 "
McVeigh, Sara A., .	Brattleborough, Vt., .	1899,	3 years.
Merrow, Mary E., .	Hyde Park, . . . . .	1901,	3 "
Metcalf, Lucie A., .	Norwood, . . . . .	1901,	-
Miller, Florence M., .	Leominster, . . . . .	1899,	-
Mitchell, Christina P., .	Quincy, . . . . .	1900,	1 year.
Montague, Jessie, .	Holyoke, . . . . .	1899-1900-1901,	12 years.
Mooney, Elizabeth E., .	Waltham, . . . . .	1899,	3 "

Name.	Residence.	Session.	Experience.
Mooney, Elizabeth J.,	West Brookfield,	1898,	7 years.
Moore, Cora L.,	Northfield,	1899-1900,	11 "
Morse, Adel M.,	Hudson,	1898-1899,	4 "
Mosher, Mary E.,	North Dartmouth,	1899,	6 "
Murdock, Lillian G.,	North Abington,	1899,	-
Murdock, Maude E.,	North Abington,	1899,	1 term.
Nagle, Ina J.,	Denver, Col.,	1900,	-
Nelson, Willard B.,	Jamaica Plain,	1899-1900-1901,	2½ years.
Newcombe, Elsie G.,	Millis,	1900,	2 "
Newman, Vina G.,	Dixfield, Me.,	1898,	8 "
Nichols, Clara T.,	Holliston,	1900,	12 "
Nickerson, Agnes M.,	Chatham,	1899-1900,	2 "
Nolen, Mary H.,	New York City,	1898,	7 "
Noyes, Alice L.,	Abington,	1899,	5 "
O'Callaghan, Irene,	Marlborough,	1899,	5 "
Packard, Alice M.,	Ashburnham,	1900,	7 "
Palmer, Flore E.,	Westford,	1900-1901,	1 year.
Parker, Jacob,	Plympton,	1898,	3 years.
Parsons, Mary A.,	Conway,	1898,	11 "
Parsons, May,	Holden,	1900,	14 "
Parsons, Sylvia B.,	Conway,	1898,	-
Peppers, Mary A.,	Stoneham,	1898-1899,	15 "
Perkins, Anna K.,	East Walpole,	1898,	1 year.
Perry, Frances M.,	Bourne,	1898,	3 years.
Perry, Jennie S.,	Westfield,	1898-1899,	9 "
Phillips, Eben F.,	South Dennis,	1900,	2 "
Phinney, Alice C.,	Cambridge,	1899,	21 "
Poole, Nellie E.,	Clinton,	1899,	3 "
Poor, Margaret S.,	Peabody,	1898,	11 "
Pope, Frederic S., Jr.,	Sandwich,	1901,	4 "
Price, Mabel,	Melrose,	1900,	4 "
Price, W. H.,	Milton,	1898,	3 "
Prouty, Abbie J.,	Guilford Centre, Vt.,	1898,	5 "
Putnam, Grace E.,	Bedford,	1899-1900,	6 "
Putnam, Walter L.,	Braintree,	1900-1901,	4 "
Raymond, Daisy,	Beverly,	1900,	-
Reed, Alice C.,	Medford,	1900,	6 "
Reilly, Isabel M.,	Franklin,	1899-1900,	17 "
Richards, Lillian B.,	Holyoke,	1900,	4 "
Ricker, Annie L.,	Saugus Centre,	1900,	18 "
Ricker, Edith J.,	Cordaville,	1898,	4 "
Ricker, Jennie de R.,	South Berwick, Me.,	1900,	3 "
Robbins, Elsie V.,	Boston,	1900,	11½ "
Roberts, Anna M.,	St. Johnsbury, Vt.,	1901,	13 "
Roberts, Carrie M.,	Chelsea,	1898,	2 "
Rogan, Annie C.,	Athol,	1901,	15 "
Rogan, H. Lila,	Athol,	1901,	9 "



Name.	Residence.	Session.	Experience.
Rogan, L. Florence,	Athol,	1901,	4 years.
Rogers, Amabel,	Chatham,	1900,	1 year.
Rogers, Mary C.,	South Carver,	1901,	5 years.
Romney, Rosa,	Malden,	1901,	6 "
Ronan, Agnes R.,	Revere,	1899,	3 "
Rothwell, Beatrice H.,	Quincy,	1900,	2½ "
Rowell, Bertha C.,	East Pepperell,	1899,	3 terms.
Ryan, Elizabeth E.,	Belmont,	1899,	8 years.
Salls, Carrie L.,	Methuen,	1899,	8 "
Sanborn, Frank E.,	Orleans,	1898,	10 "
Sanborn, Harriot C.,	Saugus,	1898-1899,	5 "
Scales, C. L. G.,	Belmont,	1898,	19 "
Schott, Minnie D.,	South Hadley Falls,	1901,	6 "
Scott, Dora M.,	Jamaica Plain,	1899,	8 "
Sears, Alice F.,	North Brewster,	1899,	3 "
Seyser, Abbie A.,	North Easton,	1898-1899,	5 "
Shaw, Amy W.,	Buckfield, Me.,	1900,	1 year.
Sheridan, Bernard M.,	Lawrence,	1900,	12 years.
Sherman, Florence L.,	Barnstable,	1898,	-
Snow, Gertrude L.,	Provincetown,	1899,	3 "
Sprague, Eva E.,	Whitingham, Vt.,	1901,	10 "
Stacy, Chester R.,	West Yarmouth,	1899-1900,	3 "
Stanwood, Idella B.,	Brockton,	1898-1899,	9 "
Stavert, Ella I.,	New Lenox,	1900,	4 "
Stebbins, Maud B.,	Holyoke,	1898-1900,	5 "
Stevens, Adeline M.,	Plymouth,	1899,	2 "
Stevens, Edith A.,	Malden,	1898,	2 terms.
Stoddard, Grace M.,	Norwood,	1901,	5 years.
Stokes, Belle H.,	South Harwich,	1898,	2 "
Stone, Mattie L.,	Watertown,	1900,	-
Sturtevant, Edmond R.,	Ware,	1900,	4 "
Swift, Caroline,	Lynn,	1898,	13 "
Taylor, Ada,	Hudson,	1898,	3 "
Taylor, Gertrude,	Chatham,	1901,	13 "
Taylor, Irene I.,	Leominster,	1898-1899,	10 "
Tenney, A. Belle,	Middleborough,	1898,	8 "
Thayer, Cassendana,	Quincy,	1899-1900,	6 "
Thomas, C. Augusta,	Middleborough,	1898,	3 "
Thompson, Alice G.,	West Dresden, Me.,	1900,	8 terms.
Thompson, Andrina H. L.,	Brookline,	1898-1900,	-
Thompson, Jessie E. H.,	Brookline,	1898,	3 years.
Tillson, Wm. D.,	Cambridge,	1898,	10 "
Tirrell, Lizzie E.,	Weymouth Centre,	1900,	11 "
Tirrell, Stella L.,	South Weymouth,	1898,	-
Tower, Grace W.,	Hudson,	1898,	1 year.
Trask, Elsie V.,	Woonsocket, R. I.,	1901,	3 years.
Vaughn, Bertha E.,	Rock,	1898,	2 "



Name.	Residence.	Session.	Experience.
Vedder, Abbie M.,	Cottage City,	1898,	3 years.
Walsh, Julia M.,	North Easton,	1898-1899,	2½ "
Ward, E. Gertrude,	East Milton,	1899,	1 year.
Ward, Letitia V.,	Forge Village,	1901,	-
Warner, Annie F.,	Peabody,	1898,	1 term.
Warner, C. Lilian,	New York City,	1900,	-
Warner, Joseph DeW.,	New York City,	1900,	-
Warren, J. E.,	Huntington,	1901,	14 years.
Warren, Lucy A.,	Foxborough,	1899,	13 "
Warren, Mary E.,	Shirley,	1899,	13 "
Washburn, Mabel E.,	Baldwinville,	1899-1900,	3 "
Waterman, Hannah P.,	Centreville,	1899,	4½ "
Weiscopf, Caroline,	Jamaica Plain,	1898-1899,	3 "
Wheeler, E. C.,	Hyannis,	1899-1900,	-
Wheeler, Grace M.,	South Weymouth,	1901,	14 "
Whipple, Gertrude N.,	Kingston, N. H.,	1899,	4 "
White, Mary E.,	Brookline,	1898,	17 "
Wiggin, Alice,	Franklin,	1899-1900-1901,	-
Wight, Frank B.,	Berlin, N. H.,	1901,	2½ "
Wilbar, Chester H.,	Hyannis,	1898-1899-1900-1901,	11 "
Wilbar, Nellie E.,	Hyannis,	1898-1899-1900-1901,	17 "
Wilbur, Grace A.,	Plainville,	1898-1899,	4 "
Wilde, Lida J.,	Somerville,	1898-1900-1901,	8½ "
Williams, Julia K.,	North Egremont,	1900,	3 "
Wing, Maude E.,	Cataumet,	1898-1900-1901,	5 "
Withers, Sarah,	Chester, S. C.,	1900,	8 "
Wixon, Leona M.,	North Harwich,	1898-1899,	2 "
Woodbury, Aimie A.,	Beverly,	1901,	4 "
Woodbury, Grace,	East Milton,	1899,	11 "
Woodbury, Mary E.,	Spencer,	1899,	6 "
Woodsum, J. H.,	Hyannis,	1901,	-
Wright, Edith A.,	Westford,	1901,	-
Wyckoff, J. Ray,	Franklin,	1900-1901,	1 year.
Wylie, Stella M.,	Springfield,	1901,	10 years.

## SITUATION OF SCHOOL.

The school is situated in the village of Hyannis, seventy-nine miles from Boston. The Cape is here only about three miles across, and scarcely a breeze can come to us without traversing a broad expanse of water. It is much as though we were on an island forty miles long and from three to fifteen wide. This part of the Cape is well wooded with pine and oak forests, abounds in beautiful fresh-water lakes, and its shore is indented with fine bays; thus the scenery on land and water is varied and beautiful. The habitant of the city or inland town is delighted with the oppor-

tunities for seeing cranberry bogs, the clam digging, the bluefishing and kindred industries. He enjoys the bathing, the boating and fishing. If he prefers his wheel or a horse, he will find macadamized State roads for the first, and delightful, lonely, winding wood-roads for the last.

Hyannis is on the Cape Cod division of the New York, New Haven & Hartford Railroad. The train service throughout the summer season is excellent. Hyannis is rapidly becoming a well known summer resort, and Boston business men go back and forth daily on the train throughout the summer season.

#### FAVORITE EXCURSIONS FROM HYANNIS.

The quaint old village of Yarmouth, only three and one-half miles across the Cape, is well worth a visit, and may be reached by train, by wheel or by carriage.

Shoot-flying Hill, from which on a clear day the whole Cape and the mainland as far north as Plymouth can be seen, is only five miles away, and can be reached by barge.

Wequaquet Lake is situated at the foot of Shoot-flying Hill. It has a much indented shore, about nine miles round, contains beautiful islands, and is much resorted to for fishing, boating and picnicking.

These are typical of other villages, lakes and resorts which are within easy reach of Hyannis.

More distant points of interest are Provincetown, at one extreme end of the Cape, the part made famous by Thoreau's "Cape Cod;" Buzzard's Bay, the summer home of Grover Cleveland and Joseph Jefferson; Wood's Holl, the seat of the noted Marine Biological Laboratory, and the aquarium of the United States Fish Commission; Plymouth, just across Cape Cod Bay; Nantucket, nearly due south across Vineyard Sound; and Martha's Vineyard, to the southwest of us. Provincetown, Buzzard's Bay, Wood's Holl and Plymouth may be reached by rail; and one may also cross the Cape to Yarmouth, and thence sail to Provincetown and Plymouth. Excursions may be made by steamer directly to Nantucket, and by rail and steamer to Martha's Vineyard.

#### EXPENSES.

Tuition will be free to all who signify their intention to teach in the State; to others, the nominal fee of \$4 will be charged for the five weeks.

Use of books and equipment of the school will be free.

Books, paper and laboratory materials will be furnished at cost.

Board and furnished room, with heat and light (no personal washing), two single beds in each room, at the dormitory, \$5.50 for women and \$5.75 for men. With only one person in a room, the rate will be \$1 higher. Board without room, \$4.50.

#### OTHER INFORMATION.

Women are expected to care for their own rooms, unless special arrangements are made for the same.

Each boarder at the dormitory is expected to bring sheets for single beds, pillow cases, towels, napkins, clothes-bags and napkin-ring.

All clothing should be distinctly and indelibly marked with the owner's name.

Those desiring board at the dormitory should make arrangements at once, as the motto will be, "First come first served."

Others will be directed to places in the village on their arrival, and can then select such rooms as seem to them desirable.

Teachers from about Boston should be sure and secure round-trip tickets at excursion rates.

#### EXCURSION RATES.

Round-trip tickets, good for the summer season, may be purchased at excursion rates at all places in the eastern part of the State.

#### SPECIAL NOTICE.

Many of those who attended the session of 1901 have registered for this year. Only about as many more can be accommodated. If the number of applicants exceeds the accommodations, those applying first will be first considered for admission.

It seems desirable to have it understood by all who contemplate attending this school that it is a *real school*, established and supported by the State for the professional training of those who are now or expect to be teachers in the State.

It is, in fact, a State Normal School, and is administered on that basis.

Students are expected to conform to such simple regulations as seem to the faculty desirable for the proper management of the school. A few regulations have been found necessary in connection with the dormitory, so that those who desire to study evenings may have some quiet, uninterrupted hours for the same.

The principal will be glad to answer any inquiries which are not answered in this circular.

